



Montana Office of Public Instruction  
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# Model Lesson Plan

## Health Enhancement

## Traditional Games

### Grade 8

### Hoop and Arrow Games (Salish and Pend d'Oreille)

#### Stage 1 Desired Results

#### Established Goals

*Health Enhancement Standard 3 Benchmark 8.1:* Understand and apply movement concepts to game strategies (**i.e., rules, techniques**) **using hoop & pole games of Montana Indians.**

*Social Studies Standard 6 Benchmark 8.2:* Explain and give examples of how human expression ... (**through Indian games**) contributes to the development and transmission of **Montana Indian** culture (**gatherings, symbols, bead and quill work, and designs of game equipment**).

*Essential Understanding 3:* The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

#### Understandings

1. The earth begins to awaken in March.
2. Winter supplies of food were low at this time of the year and the men had to leave camp to find large game.
3. The youth were taught the hoop and arrow games to become skillful at bringing down small game for the village while the men were gone.
4. The hoop and arrow games taught "truth in scoring" and "means of survival" for camps.

#### Essential Questions

1. Why were the skills of hoop and arrow, as played by youth, important to the Salish and Pend d'Oreille?

#### *Students will be able to...*

1. Move through two stations of hoop and arrow games learning the Salish and Pend d'Oreille rules.

#### *Students will know...*

1. How to play the Salish and Pend d'Oreille hoop and arrow games.
2. The differences in the Salish from the Pend d'Oreille games of hoop and arrow.

#### Stage 2 Assessment Evidence

#### Performance Tasks

1. Play games with honesty, safety, and enjoyment.
2. Practice the timing of hitting a rolling hoop.
3. Understand the differences in Salish vs. Pend d'Oreille games.

### Stage 3 Learning Plan

#### Teaching Area

(indoors or outdoors or in gym) 100' x 50' for 26 students in two teams, half on one throwing area and half on the other.

#### Equipment needed

Station 1: Pend d'Oreille equipment is a ring, wound with buckskin, 2 ½" diameter, the interior set with colored beads: and two arrows 23 ½" in length, with points, the shaft of the arrow being wound with buckskin at the ends and the middle (figure 640, page 490, *Games of the North American Indians*). At least two playing stations should be set up for this game, six players per station.

Station 2: Salish Hoop and Dart Game equipment consists of a netted hoop, about 12" to 18" in diameter, and laced in a "dream catcher" pattern but reinforced by three knots at each juncture. A reinforced hole remains in the middle. The darts are 18" to 24" slender, peeled, straight willow sticks, with four sticks for each player. They are decorated all the same but different from each of the other set of darts. Enough darts are needed for two teams of six players each (24 + 24 darts or 6 sets of four each).

#### Game Rules

Station 1: Pend d'Oreille Hoop and Arrow game. A long pole is laid on the ground about 15' from the players. The ring is rolled by a non-player toward the pole so it will hit the pole and fall down. The two players throw their arrows toward the place where they think the ring, after it hits the pole, will fall on an arrow, thereby awarding them the number of points as assigned to the color of the beads touching the arrow. The six beads are different colors and represent different points *as agreed upon by the players before starting the game*. Players seek the highest number of points per round for a win. Points may be added together for a team vs. team game.

Station 2: Salish Hoop and Dart game. Six players from each team line the opposite sides of a 30' long x 10' wide alleyway and attempt to throw their dart through a netted hoop that is thrown to roll down the alleyway. Players toss their darts at the rolling hoop in an attempt to slow it and make it fall on their own dart. The dart must be in the netting in order to score points. Points are awarded by one for anywhere in the netting and by three for the center hole in the netting. Points are gained by the team by adding individual scores together. The team with the most points by the end of the playing time will win.

#### Vocabulary

**Truthfulness:** The honest presenting of facts.

**Trust:** The receiving of or giving of "confidence" in words or deeds.

**Survival:** To remain alive after or during a threatening event.

*Health Enhancement Traditional Games Grade 8 Hoop and Arrow Games (Salish and Pend d'Oreille)*  
(continued)

*When we judge others, it is from our own cultural context.*

***“There is no “right or wrong” way to play hoop and arrow games, just different ways.”***

*International Traditional Games Society*

## **Resources**

### *Books*

Culin, Stewart. “Games of the North American Indians,” from “*Twenty-Fourth Annual Report of the Bureau of American Ethnology, 1902-1903*,” Washington, D.C.: Government Printing Office, 1907

International Traditional Games Society. “Traditional Connections: Recovery of American Indian Games” (August, 2007)

### *DVD*

Eagle Watch and International Traditional Games Society “Recovery of American Indian Games” available from I.T.G.S., PO Box 406, East Glacier, MT, 59434. Information on: [www. Traditionalnativegames.org](http://www.Traditionalnativegames.org)

### *Web sites*

International Traditional Games Society, <http://www.traditionalnativegames.org>

Montana Office of Public Instruction, “Indian Education for All”, [hppt://www.opi.mt.gov/IndianEd2/Index.html](http://www.opi.mt.gov/IndianEd2/Index.html)

Great Falls Public Schools: Indian Resource Library (books with games list), [www.gfps.k12.mt.us](http://www.gfps.k12.mt.us), click on departments, choose “Indian Ed Prog/library”